

ATTACHMENT C

"Scaling Up" Innovative Practices

While there is a body of knowledge that describes and supports numerous successful practices, principles, projects and programs, concern has been expressed about the capacity of school systems and the practitioners who work in them to incorporate and extend new ideas about teaching and learning at a scale that will reach and benefit the hundreds of thousands of students in need. Dr. Sam Stringfield of the Center for Research on the Education of Students Placed at Risk at Johns Hopkins University has developed some hypotheses regarding successfully going to scale:

At the program/design level: Clearly stated goals as well an understanding of the curricular, instructional, and organizational mechanisms that the reform proposes are essential. Technical assistance must be available in order to uphold at least minimum implementation standards as well as full knowledge of the resources needed to achieve strong implementation.

At the school level: School staff must understand and share in the school's goals and agree to work with a strong facilitator and/or leadership team. An honest self-assessment process is needed to identify the reform design and strategies that build on a school's strengths and address its weaknesses. The entire school must understand and be prepared for several years of work to achieve the institutional change.

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